



Retelling Key Events in a Story | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained high school classroom, a teacher supports students in retelling the story, including characters and events, after reading a text. Each student has access to the text and a communication system, if needed. The teacher also has access to one of the student's communication systems in order to model the language needed to retell the story. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Reading Literature

What others areas of ELA instruction that are also addressed in this video?

Speaking/Listening and Language

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

Yes



Which best describes the context for the instruction?

Self-contained setting

The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

Physical Disabilities; Communication Impairments

What are the primary Essential Elements that are linked to the video?

EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.

What additional Essential Elements that could be linked to the video?

- EE.RL.9-10.3 Determine how characters change or develop over the course of a text.
- EE.SL.9-10.1 Engage in collaborative discussions.

What other grade level Essential Elements can this teaching strategy be used?

- EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.
- EE.RL.3.2 Associate details with events in stories from diverse cultures.
- EE.RL.3.10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.
- EE.RL.4.10 Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.
- EE.RL.5.10 Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.
- EE.RL.6.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry
- EE.RL.7.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry
- EE.RL.8.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry

Iowa Comprehensive Literacy Modules



What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

- DLM CORE Vocabulary and Communication
- DLM Essential Elements
- Symbols
- Text Comprehension: Anchor Read Apply
- DRTA and Other Text Comprehension Approaches
- Generating Purposes for Reading

What other resources can be linked to the video to learn more about the instruction?

Literacy for ALL: Guided Reading <http://www.engagingalllearners.ca/ip/literacy-for-all/#0>